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ABSTRACT

This document presents papers from a National Science Foundation (NSF) working conference to identify research issues and implementation strategies that support quality classroom assessment. Papers include: (1) "Understanding and Improving Classroom Assessment: Summary of Issues Raised" (George W. Bright and Jeane M. Joyner); (2) "Recommendations and Starting Points" (Jeane M. Joyner and George W. Bright); (3) "Implementing Standards-Based Classroom Assessment Practices" (Diane J. Briars); (4) "The Pro-Am of Assessment in the Elementary Classroom" (Mari Muri); (5) "Thoughts on Assessment in the Mathematics Classroom" (Norman L. Webb); (6) "The Role of Teachers' Knowledge in Assessment" (Carne Bamett); (7) "Assessing Procedural and Conceptual Knowledge in the Mathematics Classroom" (Sarah B. Berenson, Draga Vidakovic, and Glenda Carter); (8) "Classroom Assessment: Translating Information about Students into Instruction" (George W. Bright); (9) "Changing Classroom Assessment Practices" (William S. Bush); (10) "Computers in Mathematics Education Assessment" (Douglas H. Clements); (11) "A Through the Lens Look at Moments in Classroom Assessment" (Francis (Skip) Fennell); (12) "Classroom Assessment" (Tery Gunter); (13) "Classroom Assessment: A Working Paper" (Audrey Jackson); (14) "Classroom Assessment That Informs Instruction: A CGI Teacher's Perspective" (Mazie Jenkins); (15) "Thoughts on Classroom Assessment" (Jeane M. Joyner); (16) "Using Information About and Results from Standardized Tests for Instructional Guidance in the Mathematics Classroom: Mixing Oil and Water?" (Patricia Ann Kenney); (17) "Thoughts on Classroom Assessment" (Mary Montgomery Lindquist); (18) "Classroom Assessment: View from a First-Grade Classroom" (Carol Wickham Midgett); (19) "What Teachers Want to Know about Classroom Assessment" (Vicki Moss); (20) "But Won't They Teach to the Test?" (Ruth E. Parker); (21) "Man Scars--So Seems Lost" (Sid Pachlin); (22) "Assessing Core Concepts in K-2 Mathematics" (Kathy Richardson); (23) "What Do Teachers and Students Obtain from Assessment of Student Work?" (Judith T. Sowder); (24) "The Role of Mathematical Proof in Classroom Assessment" (Diane M. Spresser); (25) "Open-ended Tasks: A Key to

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Mathematics Assessment" (Chuck Thompson); (26) "Clear Learning Targets" (Jan Williamson); (27) "Classroom Assessment: View from a Second-Grade Classroom" (Lisa S. Williamson); and (28) "Assessing Conceptual Understanding" (Judith S. Zawojewski and Edward A. Silver). (ASK)

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